

■ Belief Statement

INSTRUCTIONAL MEDIA CENTER/SCHOOL LIBRARIES

The Board believes that instructional media centers/libraries are a fundamental part of the educational process. The availability of many materials in a variety of formats presents to students and teachers the possibility of selecting the media best suited for individual need, mode of learning, and district objectives.

It is the responsibility and the aim of the school district, through its Board of Education, to provide circulating material and reference service to meet or supplement the needs of the students and teachers in the school system. Selection of the materials should involve teachers and administrators. Teachers in each area are invited to submit to the librarians a selection of books for the purpose of instruction. Should there be additional needs, selection will be the responsibility of the professionally-trained library personnel. The responsibility of coordinating the selection of library materials and making the recommendation for purchase rests with the professionally-trained library personnel.

In maintaining and expanding school library collections, personnel responsible for selection of materials shall strive to meet the objective established in the guidelines of the American Library Association.

The district shall strive to meet the school media standards as prescribed by the Missouri Department of Elementary and Secondary Education. Funds shall be allocated to the library each year for updating services. Library records will not be released or disclosed except as required by law.

Procedures will be in place for selection, adoption and weeding of materials. Gifts to a school or the district are covered under File: KH.

Adopted: September 11, 1986.

Revised: August 10, 1989
December 12, 1996

Cross Refs: DBD, Budget Planning
DBJ, Budget Implementation
DJA, Purchasing Authority
EGAAA, Reproduction of Copyrighted Materials
IIA, Instructional Materials
IIAC-R, Library Materials Selection and Adoption
KH, Public Gifts to Schools
KLB, Public Complaints about the Curriculum and Instructional or Media Materials

Legal Refs: SS182.815-.817, RSMo, H.B. 1372

Reorganized School District No. 7, Jackson County, Lee's Summit, MO

■ Collection Development Policy

GUIDELINES FOR WRITING A COLLECTION DEVELOPMENT POLICY

The purpose of these guidelines is to provide an outline for writing a Collection Development Policy. It is recommended that the library media specialist (LMS) consult *Information Power* (1988) along with these guidelines and sources listed in the bibliography. The questions and statements within each section of these guidelines are for guidance in considering the library media center's (LMC) program and in writing the policy.

A collection development policy describes how the collection serves students and staff, where the strengths and weaknesses are, how the collection relates to those in other LMCs, and what the goals are for the development of the collection. The policy both guides the collection development activities and explains those activities and their results.

The policy varies with the complexity of the collection. Each category in the guidelines is important and should be addressed in the policy. Unlike most policies, the collection development policy should err on the side of specifics rather than generalities.

A. INTRODUCTION

1. Mission Statement

State the LMC's function as an integral part of the learning experience, its role in the school community, and the mission of the school district.

2. Statement of LMC Objectives

Refer to *Information Power*, p. 45.

Refer to *DESE Missouri School Improvement Program Standards and Indicators Manual*.

3. Purpose of the Policy

State how this policy will guide LMC Management, planning, and accountability to the school administration and patrons in order to meet DESE Missouri School Improvement Program Standards.

4. Community and User Groups Defined

Briefly describe the school community. Include references to other libraries/information agencies that are readily accessible.

5. Needs and Services Defined

Consider the educational, recreational, and/or research needs of students, staff, and other community users. What services and/or programs does the LMC offer to meet these needs? (Examples: homebound service, interlibrary loan, latchkey, literacy tutoring, online database searching, parents as teachers, etc.) What known needs are not being met?

6. Brief Description of Collection

Describe the LMC's collection: What is the size (in volumes or titles)? By how much does it grow each year? What reading or information levels (preschool, school levels, adult, technical/professional) are collected and in what priority?

7. Cooperative Collection Development

State the effect of an interlibrary loan program upon the collection. Mention cooperative agreements, if any, that are in effect. Are the holdings of other LMC's within the community or region considered before a title is purchased? Under what circumstances?

B. FACT-GATHERING

There should be a constant awareness of change and the need to update.

1. Chronological Coverage

This refers primarily to the publication dates of the titles in the collection. Is most information current? Are older publications kept for historical or research purposes? Distinguish between older material intentionally retained, e.g. local or regional materials of historical value, and material that needs to be reviewed and/or withdrawn. Are materials consistent with changes in subject areas?

2. Formats

Describe which formats of information the LMC provides: books, periodicals, newspapers, sound recordings, videotapes, films, slides, software, microforms, CD-ROM, access to online databases, etc. Is there a need to collect information in different formats?

3. Multiple Copies

Does the library normally purchase multiple copies of a title, e.g. Mark Twain nominees? Include the guidelines that determine the purchase of multiple copies.

4. Binding

Are periodicals and books sent to a bindery? Include guidelines.

5. Languages

Is material generally collected in languages other than English?

6. Funding Considerations

How are funds for materials obtained and allocated? Are funds obtained from any special sources, such as incentive grants, video grants, free-text funds, and/or capital outlay funds. Are there local funding formulas and are they tied to enrollment or other institutional factors?

7. Collection Responsibilities and Selection Procedures

Who selects materials? What general processes or procedures are involved? What criteria are used for selection? The information from an existing selection policy should be reviewed and added here.

8. Gifts Policy

This may be part of the selection policy and as such would be included in #7 above. What is added to the collection? How are unwanted gifts disposed of? Are gifts with "strings" or restrictions attached accepted/disposed of? Are monetary gifts or bequests accepted? Who makes the decisions about gifts? Include an appraisal policy and mention that appraisals are not made, therefore, receipts will be given only for the number of items, not the value. Are donor forms used?

9. Collection Maintenance
Why, when, and by what criteria are items withdrawn or weeded? (Examples: weeding guidelines; outdated information; poor physical condition; duplicates; subject not within scope of CDP). Policies concerning rebinding, repair, and replacements should be addressed.
10. Challenges and Censorship
This may be part of the selection policy and as such would be included in #7 above. Include the full procedure, policy, committee structure, and forms (e.g., reconsideration form) used by the LMC. The Library Bill of Rights and The Freedom to Read statement, and any other relevant documents should be appended to the collection development policy.
11. Narrative Statements for Special Collections or Formats
Describe any subject or format collections or unique material types. Be specific about the guidelines for inclusion for each. These may be materials that are stored separately (state/local collection, newspapers, documents, sheet music, etc.) or those that are a type that are interspersed throughout the collection.

C. COLLECTION ANALYSIS

(Refer to Loertscher, David. *Taxonomies of the School Library Media Program*, pp. 97-114)
The detail of this section will depend on the size and needs of the LMC. Possible approaches are described. Choose or adapt the one most relevant to the LMC's collection. Be as general or as specific as needed to have useful information for development of the collection.

1. Recreational Materials
 - a. Broad categories, e.g., Easy, Fiction, Story Collection
 - b. Specific categories, e.g., Picture Books, Beginning-to-Read, High/Low, Adventure, Multicultural, Mystery, Romance, Science Fiction, etc.
2. Informational Materials
 - a. Broad categories, e.g., History, Science and Technology, Social Sciences, Literature, General Reference, Religion, etc., or curriculum areas
 - b. Broad Dewey classification categories: 000's, 100's, 200's, 300's...
 - c. Specific Dewey classification categories:

900-909	History
910, 914-949	Travel
910-912, 914-919	Geography
913	Archaeology
3. Materials to Meet Special Needs
Mainstreamed students, gifted and talented, vocationally oriented, professional collection, etc.

4. Present Collection Levels

Within each of the subject categories established in sections 1, 2, and 3, give a brief description of the current collection in that subject, i.e. total volumes, copyright dates, physical condition, etc. Be sure to include print and non-print in the description and assessment of each subject area. Be sure to give some indication of the strengths and weaknesses of the collection in each subject area.

Combine brief descriptions with standard collection level descriptions, such as the following:

Out of Scope - the school does not currently have a need for materials in this area.

Minimal level - have a few good items.

Basic level - have an up-to-date collection that will support the curriculum; includes materials at all appropriate reading levels.

Enrichment level - have a collection adequate to enhance the curriculum and provide for student research and independent study.

5. Circulating Service Levels

Within each area in sections 1, 2, and 3, indicate restrictions, if any, on circulation of materials. (Examples: Reserve, Overnight Checkout, Library Use Only, Teacher only, One Week, etc.)

6. Future Acquisition Levels or Goals

Within each area in sections 1, 2, and 3, indicate the needs and goals of that area. What prioritized changes are planned? Within what time frame? If the area needs evaluation for possible withdrawal of items, or other specific action, that may be a goal in addition to the acquisition goals for new titles. (Examples: Weed "Science & Technology" collection. Upgrade "Vietnam" collection from minimal to basic level. Work toward study level for "Local History" collection. Priorities are: Local history, current fiction, business, and support for reading incentive programs.)

7. Other Considerations

Information on languages, formats, chronological coverage, and specific selection responsibility may be noted within each appropriate subject area if the general statements in section B (Fact-Gathering) are not sufficient for the LMC or if a particular subject segment is an exception. If a collection assessment has been done, information about the methods used, the personnel involved, and the dates and depth of the process should be noted.

D. POLICY IMPLEMENTATION, EVALUATION, AND REVISION

How, when and by whom will the policy be reviewed and updated? Try to be specific.

The last item on the policy should be the official record of action. This should include dates and signatures of the significant parties concerned. The board action to adopt the policy should be recorded in the minutes of the meeting.

Components of a Selection and Acquisition Policy

1. Introduction
 - a. Purpose of selection and acquisition policy
 - b. Library Bill of Rights, The Students' Right to Read
 - c. Responsibilities of appropriate groups and individuals
 - d. Materials covered (textbooks, machine-dependent, machine-independent, books, electronic, non-print, etc.)
2. Criteria for selection
 - a. Appropriate for age and/or grade level
 - b. Selected from appropriate professional reviewing aids
 - c. Timeliness, currency, etc.
 - d. Usefulness in curriculum
3. Gifts
 - a. Parameters for accepting gifts
 - b. Gift appraisals
 - c. Donor contracts
 - d. Irrevocable
4. Evaluation of materials
 - a. Relevance and usefulness
 - b. Basis for deselection (age, use, physical condition, curriculum support)
 - c. Disposal of weeded items
5. Challenged materials
 - a. Explanation of selection policy and process
 - b. Option to file formal complaint
 - c. Structure of reconsideration committee
 - d. Time frames for filing and decision (stated in working days rather than calendar days)
 - e. Disposition of committee decision
 - f. Appeal process
6. Acquisition
 - a. Print materials
 1. Evaluation
 2. Selection aids
 - b. Nonprint, electronic, and machine-dependent materials
 1. Preview
 2. Selection aids
 - c. Equipment
 1. Technical specs
 2. Bid

SAMPLE POLICY LIBRARY MATERIALS SELECTION AND ADOPTION

Personnel responsible for the selection of library materials shall continually evaluate the district collections to determine areas of need and ensure a comprehensive collection. It is the responsibility of the library media specialists to select, without bias or prejudice, materials that shall meet the needs of students and teachers. Materials shall not be excluded because of race, nationality, or the political or religious views of the writer. Reputable, unbiased, professionally prepared selection aids determined annually shall be consulted as guides in the selection of library materials.

Objectives for the Selection of Library Materials

The board of education recognized the following objectives:

1. Provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the pupils served.
2. Provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards.
3. Provide background information which will enable pupils to make intelligent judgments in their daily lives.
4. Provide materials on opposing sides of controversial issues so that young citizens may develop, under guidance, the practice of critical reading and thinking.
5. Provide materials representative of the contributions to our American heritage from the many religious, ethnic and cultural groups.
6. Place principle above personal opinion, and reason above prejudice in the selection of materials of the highest quality, in order to assure a comprehensive collection appropriate for the users of the library.
7. Use existing special criteria for the selection of all kinds of material such as films, videos, discs, tapes, computer software, books, etc., for all subject areas.

Criteria for the Selection of Library Materials

The general criteria which may be applied to all acquisitions are as follows:

- Material should have permanent or timely value
- The material should have significance
- Importance of the subject matter
- Need and value of the collection
- Diversity of appeal and the presentation of different points of view
- Material should be presented in a clear manner
- Clarity, adequacy, and scope of presentation
- Validity, accuracy, up-to-dateness and appropriateness of presentation
- Objectivity of approach
- Readability and potential user appeal
- Artistic quality and literary style
- Organization and presentation of contents
- Material should be authoritative
- Reputation of the author, artist, composer, and/or producer
- Format quality
- Value commensurate with cost and/or need

A building media selection committee shall serve at the request of the library media specialist or principal. The reviewing and evaluation of library materials is a team enterprise; the library media specialists and teachers share their knowledge in selecting library material. In specific topical areas, the library media specialists shall implement the following:

Multiple items of outstanding and in demand media shall be purchased as needed.

Worn or missing standard items shall be replaced periodically.

Out-of-date or no longer useful materials shall be withdrawn from the collection.

The above-mentioned criteria will also apply to any gift of materials, or to the selection of materials for a monetary gift from an individual or group.

Adopted: December 12, 1996

Cross Ref: IIA, Instructional Materials
IIAC, Instructional Media Centers/School Libraries
IIAC-R, Library Materials Selection and Adoption
KH, Public Gifts to Schools
KLB, Public Complaints about the Curriculum and Instructional or Media Materials

Reorganized School District No. 7, Jackson County, Lee's Summit, Missouri

■ Reconsideration

PROCEDURES FOR RECONSIDERATION OF MATERIALS

Occasional objections to instructional materials will be made, despite the quality of the selection process. The school board supports principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and expressed in the Library Bill of Rights of the American Library Association, the School Library Bill of Rights of the American Association of School Librarians, and the Students' Right to Read of the National Council of Teachers of English. In the event that materials are questioned, the principles of intellectual freedom, the right to access of materials and the integrity of the certificated library media personnel must be defended rather than the materials.

If a complaint is made, the following procedures should be followed:

1. Inform the complainant of the selection procedures and make no commitments.
2. Request the complainant to submit a formal "Request for Reconsideration of Materials."
3. Inform the superintendent and other appropriate personnel.
4. Keep challenged materials on the shelves during the reconsideration process.
5. Upon receipt of the completed form, the principal requests review of the challenged material by an ad hoc materials review committee within fifteen (15) working days, and notifies district media director and superintendent that such review is being done. The review committee is appointed by the principal, with the concurrence and assistance of the certificated library media personnel, and includes library media professionals, representatives from the classroom teachers, one or more parents, and one or more students.
6. The review committee takes the following steps after receiving the challenged materials:
 - a. reads, views, or listens to the material in its entirety;
 - b. checks general acceptance of the material by reading reviews and consulting recommended lists;
 - c. determines the extent to which the material supports the curriculum;
 - d. completes the appropriate "Checklist for School Media Advisory Committee's Reconsideration of Instructional Material" judging material for its strength and value as a whole and not in part;
 - e. review committee decision goes to the principal.
7. The principal informs the complainant and notifies the superintendent in writing of the decision made by the review committee.
8. A written appeal may be made to the superintendent concerning the review committee's recommendation.
9. A written appeal may be made to the school board concerning the superintendent's decision.
10. Retain or withdraw challenged materials as mandated by the decision of the school board.

Appointment of committee members and specific procedures to follow should be made in accordance with local policy. The steps listed above are given as a model to be used in development of local policies and are not suggested as the only procedures which are effective. A procedures policy should include these steps.

Request for Reconsideration of Material

Author _____ Format _____

Title _____

Publisher (If Known) _____

Request initiated by _____

Telephone _____ Address _____

City _____ Zip _____

Complainant represents:

_____ Himself/Herself

_____ (Name of Organization) _____

_____ (Identify other Group) _____

1. Did you read or view the entire book or material? _____ Yes _____ No

If not, what parts did you read or view? Please be specific.

2. What do you think is the general purpose of the author in this book?

3. What would you like your library/school to do about this work?

_____ Do not assign/lend it to my child.

_____ Return it to the staff selection committee/department for reevaluation.

_____ Other-please explain _____

4. In its place, what work would you recommend that would convey as valuable a picture and perspective of the subject treated?

Signature _____

Date _____

Based on the Students' Right to Read,
National Council of Teachers of English, 1982

**Checklist for School Media Advisory Committee's Reconsideration
of Instructional Material-Nonfiction (Sample)**

Title_____

Author_____

A. Purpose

1. What is the overall purpose of the material? _____

2. Is the purpose accomplished? _____ Yes _____ No

B. Authenticity

1. Is the author competent and qualified in the field? _____ Yes _____ No

2. What is the reputation and significance of the author and publisher/producer in this field?

3. Is the material up-to-date? _____ Yes _____ No

4. Are information sources well documented? _____ Yes _____ No

5. Are translations and retellings faithful to the original? _____ Yes _____ No

C. Appropriateness

1. Does the material promote the educational goals and objectives of the curriculum of District schools? _____ Yes _____ No

2. Is it appropriate to the level of instruction intended? _____ Yes _____ No

3. Are the illustrations appropriate to the subject and age levels? _____ Yes _____ No

D. Content

1. Is the content of this material well presented by providing adequate scope, range, depth, and continuity? _____ Yes _____ No

2. Does this material present information not otherwise available? _____ Yes _____ No

3. Does this material give a new dimension or direction to its subject? _____ Yes _____ No

E. Reviews

1. Source of Review _____
_____Favorable reviewed _____ Unfavorably reviewed
2. Does this title appear in one or more reputable selection aids? _____ Yes _____ No
If answer is yes, please list titles of selection aids. _____

Additional Comments

**Recommendation by School Media Advisory Committee
for Treatment of Challenged Materials**

Date _____

Signature of Media Advisory Review Committee

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Checklist for School Media Advisory Committee's Reconsideration of Instructional Material-Fiction
and Other Literary Forms (Sample)

Title _____

Author _____

A. Purpose

1. What is the purpose, theme or message of the material? How well does the author/producer/
composer accomplish this purpose?

2. If the story is fantasy, is it the type that has imaginative appeal and is suitable for children?
_____ Yes _____ No; for young adults? _____ Yes _____ No. If both marked no, for what
age group would you recommend? _____

3. Will the reading and/or viewing and/or listening to material result in more compassionate
understanding of human beings? _____ Yes _____ No

4. Does it offer an opportunity to better understand and appreciate the aspirations, achievements,
and problems of various minority groups? _____ Yes _____ No.

5. Are any questionable elements of the story an integral part of a worthwhile theme or message?
_____ Yes _____ No.

B. Content

1. Does a story about modern times give a realistic picture of life as it is now?
_____ Yes _____ No
2. Does the story avoid an oversimplified view of life, one which leaves the reader with the general feeling that life is sweet and rosy or ugly and meaningless?
_____ Yes _____ No
3. When factual information is part of the story, is it presented accurately?
_____ Yes _____ No
4. Is prejudicial appeal readily identifiable by the potential reader?
_____ Yes _____ No
5. Are concepts presented appropriate to the ability and maturity of the potential readers?
_____ Yes _____ No
6. Do characters speak in a language true to the period and section of the country in which they live? _____ Yes _____ No
7. Does the material offend in some special way the sensibilities of women or a minority group by the way it presents either the chief character or any of the minor characters?
_____ Yes _____ No
8. Is there preoccupation with sex, violence, cruelty, brutality, and aberrant behavior that would make this material inappropriate for children? _____ Yes _____ No. young adults?
_____ Yes _____ No
9. If there is use of offensive language, is it appropriate to the purpose of the text for children?
_____ Yes _____ No; for young adults? _____ Yes _____ No
10. Is the material free from derisive names and epithets that would offend minority groups?
_____ Yes _____ No
11. Is the material well written and produced? _____ Yes _____ No
12. Does the story give a broader understanding of human behavior without stressing differences of class, race, color, sex, education, religion or philosophy in any adverse way?
_____ Yes _____ No
13. Does the material make a significant contribution to the history of literature or ideas?
_____ Yes _____ No

14. Are the illustrations appropriate and in good taste? _____ Yes _____ No

15. Are the illustrations realistic in relation to the story? _____ Yes _____ No

Additional comments

Date _____

Signature of Media Advisory Review Committee

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

INSTRUCTIONAL MEDIA CENTERS/SCHOOL LIBRARIES CIRCULATION

The Board believes that instructional media centers/libraries are a fundamental part of the educational process. The availability of many materials in a variety of formats presents to students and teachers the possibility of selecting the media best suited for individual need, mode of learning, and District objectives.

Therefore, the schools of the District shall maintain instructional media centers/libraries where students and staff members are exposed to a variety of books, periodicals, and references in printed form as well as to a variety of other communications materials such as transparencies, filmstrips, films (16 mm and 8 mm), audio tapes, recordings, graphic illustrations, models, etc. Opportunities shall be provided for reading, listening, and viewing activities; to prepare instructional materials; and to work individually in small groups or in class groups.

Instructional media center/library materials purchases shall be made annually in accordance with budgetary provisions and procedures. The District shall strive to meet the school media standards as prescribed by the Missouri Department of Elementary and Secondary Education and, where applicable, the North Central Association of Schools and Colleges.

Circulation

The school library media program supports the principles of the LIBRARY BILL OF RIGHTS (ALA) and the STUDENTS' RIGHT TO READ (NCTE, 1982).

Students and educators served by the school library media program should have access to resources and services free of constraints resulting from personal, partisan, or doctrinal ideologies. School library media professionals resist efforts by individuals or groups to define what is appropriate for all students or teachers to read, view, or hear.

The school Board adopts policies that ensure student access to a broad range of ideas. Learning/teaching styles and interests of all students and teachers will be accommodated.

Systems for circulating materials encourage students to borrow materials for use throughout the school, at home, and in the library media center. Circulation and reporting systems protect the privacy of users. Circulation and access procedures enable the intradistrict exchange of materials and encourage interlibrary loan.

■ **Sample Confidentiality Policy Statement for School Library Media Centers in Missouri**

The _____ (School District) recognizes the need for the protection of the confidentiality of school library records as defined in H.B. 1372 of the Missouri statutes and the policy statement adopted by the American Library Association (ALA Policy 52.5, 54.15)

Consistent with those documents, no person (certified, uncertified, or volunteer) will release any part of any library record of any student, faculty, or other library user to any third party except under the stipulations defined in Section 2 of H.B. 1372.

Date Adopted _____

Written by Aileen Helmick, June, 1990

■ Gifts Policy

SAMPLE GIFT POLICY

The Supertown School District welcomes gifts of books, periodical subscriptions, works of art, media, other educational materials and equipment, and money for the purchase of library media materials and equipment.

Materials and equipment are accepted with the understanding that the item(s) meet(s) the standards in the district's Selection and Acquisition Policy.

Gifts are irrevocable; those not added to or deleted from the collection may be disposed of as the library media specialist deems appropriate.

Delegated school district or library personnel reserve the right to determine appropriate use, housing, and maintenance of gifts.

Under no circumstances does the librarian or any other school district personnel appraise gifts. A list of appraisers is available from library personnel. A dated inventory of the gift(s) signed by an appraiser with a stipulated monetary value will be signed by the appropriate school personnel to verify the contribution.

Book Plates or the appropriate labels identifying the donor will be placed in books or on donated items unless the donor prefers anonymity.

DONOR CONTRACT

_____School

I, _____, donate to Supertown School District the items identified on the inventory appended to this document.

I understand the gift is irrevocable and subject to the statements set forth in the "Gifts Policy."

(Signature of Donor)

Date

(Signature of Librarian)

Date

(Signature of Administrative Official)

Title

Date

■ Web Page Policy

RAYTOWN C-2 SCHOOL DISTRICT- Raytown, Missouri

Web Page Policy

The availability of Internet access in Raytown C-2 schools provides an opportunity for students and staff to contribute to the school district's presence on the World Wide Web. The district's Web sites provide information to the world about school curriculum, instruction, school-authorized activities, and other general information relating to our schools and our district's mission. Internet access for the creation of Web pages is provided by the district's Computer Services staff. Creators of Web pages need to familiarize themselves with and adhere to the following policies and responsibilities. Failure to follow these policies or responsibilities may result in the loss of authoring privileges or other more stringent disciplinary measures.

- **Subject Matter**

All subject matter on Web pages should relate to curriculum, instruction, school-authorized activities, general information that is appropriate and of interest to others, or it should relate to the school district, or the schools within the district. Therefore, neither staff nor students may publish personal home pages as part of the district Web sites, or home pages for other individuals or organizations not directly affiliated with the District or the Community Access Network. Staff or student work may be published only as it relates to a class project, course, or other school-related activity.

- **Quality**

All Web page work must be free of spelling and grammatical errors. Documents may not contain objectionable material or point (link) directly to objectionable material. Objectionable material is defined as material that does not meet the standards for instructional resources specified in the district's Selection Policy. Regarding the question of quality or propriety of Web page material, appearance, or content, the judgment of the Web Specialist, building or district administrators will prevail.

- **Ownership and Retention**

All Web pages on the district's server(s) are property of the school district. Web pages will be deleted when a student graduates or moves, unless prior arrangements have been made with the Web Specialist.

- **Student Safeguards**

1. Documents may not include a student's phone number or address.
2. Published e-mail addresses are restricted to staff members or to a general group e-mail address where arriving e-mail is forwarded to a staff member.
3. Decisions on publishing student pictures (video or still) and audio clips are based on the building Web Committee's judgment. The committee must first check with the school office or the district's Public Information Coordinator to determine if the student's parents/guardians have objected to such publication through the regular Data Privacy restriction process.

- **School Board Policies**

All documents on the Raytown Web server(s) must conform to School Board Policies and regulations as well as established school guidelines. Copies of Board Policies are available in all school offices. Persons developing or maintaining Web documents are responsible for complying with these and other policies. Some of the relevant issues and related Board Policies include the following:

1. Electronic transmission of materials is a form of copying. As specified in the district's Computer Network and Internet Use Policy, no unlawful copies of copyrighted materials may be knowingly produced or transmitted via the district's equipment, including its Web server(s).
2. Documents created for the Web and linked to district Web pages will meet the criteria for use as an instructional resource.
3. Any links to district Web pages that are not specifically curriculum-related will meet the criteria established in the district Computer Network and Internet Use Policy. Any other non-curricular materials should be limited to information about other youth activities, agencies, or organizations which are known to be nonsectarian, exclusively devoted to community interests or child welfare, are nonprofit, and nondiscriminatory. Web page links may not include entities whose primary purpose is commercial or political advertising.
4. All communications via the district Web pages will comply with the district Computer Network and Internet Use Policy (AUP) and the district's Student Discipline Policy. Offensive behavior that is expressly prohibited by this policy includes religious, racial, and sexual harassment and/or violence.
5. Any student information communicated via the district Web pages will comply with Raytown's policies on Data Privacy and Public Use of School Records.
6. Any deliberate tampering with or misuse of district network service or equipment will be considered vandalism and will be handled in accordance with the district Computer Network and Internet Use Policy, the district Student Discipline Policy, and other related policies.

- **Disclaimer**

Material on Web pages reflect an individual's thoughts, interests, and activities. Such Web pages do not, in any way, represent individual schools or Raytown C-2 School District, nor are they endorsed or sanctioned by the individual school or the district. Concern about the content of any page(s) created by students or staff should be directed to the district Public Information Coordinator. Given the rapid change in technology, some of the technical standards outlined in this policy may require change. Such changes will be made by the district Web Specialist with approval of the Superintendent. This Web Page Policy will be updated as needed.

Approved Board Document FILE: EHB, September, 1996
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Raytown C-2 School District
10500 E. 60th Terrace.
Raytown, MO 64133

■ **Sample Copyright Policy: Copyrighted Materials**
Columbia Public Schools

It is the intent of the Board to delineate, enforce and abide by the provisions of current copyright laws as they affect the school district and its employees.

Copyrighted materials, whether they are print or non-print, will not be duplicated unless such reproduction meets “fair use” standards, or unless written permission from the copyright holder has been received.

Details about “fair use” will be made available to all teachers. A summary of these standards will be posted or otherwise made easily available at each machine used for making copies.

The Board does not sanction illegal duplication in any form. Employees who willfully disregard the district’s copyright position are in violation of Board policy; they do so at their own risk and assume all liability responsibility.

Adopted 03/03/1997

Legal Refs: Title XVII, U.S.C. (P.L. 94-553)

Columbia School District No. 93, Columbia, Missouri. Reprinted with permission.

Off-Air Recording Verification

This tape _____ was recorded
off-air by _____ on channel _____ on (date)
_____. The 10th consecutive school day from the recording date is
_____. I may use this recording only once in relevant teaching activities. I
may repeat the showing only once for reinforcement. The 45th day after the recording date will be
_____. Between the 11th and the 45 days, this tape may be used for
teacher evaluation *only*. It will not be shown to students during this period unless permission has
been received from the copyright owner. I made _____ copies of this recording. Each copy is
accompanied by this statement. This recording will be erased/destroyed no later than the 45th day
indicated above.

Teacher _____

Media Staff _____

Date _____

Signature indicates the statement above has been read and understood.

Lee's Summit School District #7
10/18/95

Request for Permission

Permissions Department

Date:

Dear Reader:

This letter is a request for permission to duplicate/use for
_____, the following:

Title:

Copyright:

Author(s):

Material to be duplicated:

Number of copies:

Manner of distribution:

Type of reproduction:

Purpose of use/reproduction:

A self-addressed, stamped envelope is enclosed for your convenience.

Please respond and notify me of fees, if any, for this permission.

Sincerely,

Name

School Name _____

School Address _____

City, State, Zip _____

Permission granted _____

Date _____

Conditions, if Any _____

Copyright Verification

I, _____, certify that the videotape belongs to me/my household.

This tape was purchased by/for me, and is a legally acquired copy of this program. I am lending this program to _____ as a part of the educational program with the understanding that the program will be used for instructional purposes only. I release the staff and students of _____ liability for damages that may occur to my tape.

Signed _____

Date _____

Lee's Summit R#7 School District
9/12/97

Sample Copyright Permission Letter

Raytown Central Media Center
10601 East 59th St.
Raytown, MO 64133

Permissions Department

I request permission to duplicate the following for the purpose of:

Title:

Copyright Owner:

Authors:

Pages or section to copied:

Type of reproduction:

The copies will bear a notice of copyright and will be distributed to students free of charge.

Sincerely,

Name

Title

Enc. Self addressed stamped envelope

_____ Permission granted

_____ Permission denied

By _____ Title: _____ Date _____